

***California  
Commission on Teacher Credentialing***

***Meeting of  
December 4-5, 2002***

**AGENDA ITEM NUMBER:** C&CA-1

**COMMITTEE:** Credentialing and Certificated Assignments Committee  
of the Whole

**TITLE:** Proposal to Expand Availability of Intern and Pre-  
Intern Certificates

  X   Action

**Strategic Plan Goal(s):**

- Goal 6:** Provide leadership in exploring multiple, high quality routes to prepare  
professional educators for California's schools
- Work with education entities to expand the pool of qualified professional  
educators
  - Pursue avenues with other organizations in expanding the pool of qualified  
educators.

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# **Proposal to Expand Availability of Intern and Pre-Intern Certificates**

## ***Credentialing and Certificated Assignments Committee of the Whole***

**December 5, 2002**

### ***Executive Summary***

The Federal *No Child Left Behind Act* of 2001 (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified.” Further, that all teachers teaching in core academic subjects are required to be “highly qualified” by the end of the 2005-06 school year. In response to these requirements, staff at the Commission On Teacher Credentialing (CCTC) have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff their classrooms in compliance with NCLB.

### ***Fiscal Impact Summary***

Funding for this work is provided in the Commission’s baseline budget.

### ***Policy Issues To Be Decided***

Should the Commission modify existing practices and programs to: 1) ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document; and 2) preserve California’s teacher preparation pipeline?

### ***Recommendation***

That the Commission approve the proposals as outlined in this document and further, directs staff to begin implementation of these changes in order to address the requirements of NCLB.



## ***Proposal to Expand Availability of Intern and Pre-Intern Certificates***

***Professional Services Division  
November 18, 2002***

### **Background**

The Federal *No Child Left Behind Act of 2001* (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified”. NCLB also requires that all teachers teaching in core academic subjects (i.e. English, reading or language arts, mathematics, science, social sciences, arts), be “highly qualified” by the end of the 2005-06 school year.

The California State Board of Education (SBE) is responsible for developing California’s plan to comply with all NCLB requirements. Discussions continue between the SBE and the United States Department of Education (USDOE) relative to California’s efforts to meet NCLB requirements regarding “highly qualified” teachers. While these requirements have not been defined completely, based on draft guidance issued by the USDOE<sup>1</sup>, it appears that teachers hired after July 1, 2002 will need to satisfy the following requirements:

- Bachelor’s Degree;
- Passing score on CBEST;
- Subject matter competence;
- Character fitness; and
- Either be credentialed or be enrolled in a program that leads to a credential.

Based on these criteria, the Commission’s Intern Programs appear to meet the requirements of NCLB.

Over the course of the next four years, California will need to transition approximately 45,000 individuals who are currently serving on a Pre-Intern Certificate, Emergency Permit or a Waiver to a full credential, a significant increase over the number of teachers currently prepared each year. Given the criteria outlined above, Commission staff have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff classrooms in compliance with NCLB.

The first effort was to review current CCTC certification practices to ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document. Secondly, staff looked at ways to preserve California’s successful teacher preparation pipeline, a necessity in the face of the pressure that NCLB has created to place a “highly qualified” teacher in every classroom.

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<sup>1</sup> “Improving Teacher Quality State Grants”. Title II, Part A Non-Regulatory Draft Guidance USDOE, June 6, 2002.

## **Certification Documents**

The CCTC issues emergency permits and credential waivers to individuals at the request of employers, who are unable to recruit sufficient numbers of fully credentialed staff to fulfill their employment needs. Commission records indicate that a significant number of emergency permits are issued to persons who have satisfied the NCLB criteria outlined above and in some cases have completed most of their credential program. In fact, some individuals hold a full credential in another teaching area.

CCTC staff proposes to discontinue the practice of issuing an emergency permit or waiver document to all individuals who qualify for an Intern Certificate. To qualify for an Intern Certificate a candidate must: hold a bachelor's degree and have passed CBEST, satisfied subject matter requirements, satisfied teacher fitness requirements, and be enrolled in a teacher preparation program. Under current policy and practice, emergency permits may be issued to teachers who already hold a teaching credential but are teaching on special education assignment while they are working on completing their special education credential requirements. Under this proposed change in policy and practice, these individuals could serve on an Intern Certificate while completing their teacher preparation requirements. This process would more accurately reflect a candidate's qualifications and progress towards meeting the State credential requirements and Federal NCLB requirements.

One of the issues that will need to be addressed if the Commission broadens access to the Intern Certificate is ensuring that these individuals, who will not necessarily be enrolled in a State-funded internship program, receive appropriate support, instruction, and supervision. Under this proposed change, CCTC would require the employing school district to document, as part of the application process for the Intern Certificate, that a plan has been developed and will be implemented to provide such support.

Staff proposes that the plan include a written agreement between the candidate, the employing district and the sponsor of the preparation program in which the candidate is currently enrolled. The agreement would include an assurance that the candidate would receive appropriate instructional supervision and there will be a support plan in place and implemented as the individual progresses through the teacher preparation program. Programs and districts will be required to delineate which entity is responsible for each facet of the outlined support program and each entity will be required to verify acceptance of these responsibilities prior to issuance of the document.

Another issue identified by staff that will require further review is the definition of admission to a program of professional preparation. Currently, Emergency Permit holders are required to take six units per year in order to renew the permit. Under the proposed policy, candidates will be issued an Intern Certificate if the employer commits to support and mentoring and if the candidate is formally enrolled in an approved program of professional preparation. Implementation of this proposal may require revisions to the Commission's current standards and/or Title 5 regulations.

This proposal complies with NCLB and would also provide a pipeline to the Intern Program.

## **Preserving the Pipeline**

School districts that are able to hire either fully credentialed teachers or teachers who have completed subject matter and are enrolled in a program leading to a full credential will be able to satisfy the requirements of No Child Left Behind. A substantial number of districts, however, especially those in hard to staff areas, may not be able to hire enough teachers that meet NCLB requirements to staff K-12 classrooms because the supply of qualified teachers may not meet the demand.

The existing teacher development programs administered by the Commission represent a pipeline that has heretofore enabled the state to address the demand for additional teachers, especially in hard to staff schools. Commission staff are currently evaluating these programs to determine the extent to which they can be used or modified slightly to enable districts to satisfy the requirements of NCLB.

As part of this evaluation, staff determined that individuals participating in California's Pre-Intern Program would not meet the NCLB subject matter competency requirements. Pre-Interns, however, are an important part of California's teacher preparation pipeline. In the initial four years of implementing the Pre-Intern Program, California has been successful in assisting additional teachers in the state to meet subject matter requirements. CCTC data clearly show that teachers recruited through the Pre-Intern program stay in the classroom, and that these new teachers reflect the diversity of California. Thus, the CCTC staff proposes to reconfigure the pre-Intern program to "front load" it so that these participants gain and demonstrate their subject matter competency prior to becoming the teacher of record. These individuals may be hired as paraprofessionals and work while they're in the program. The transition to this reconfigured program would include the following steps:

1. Between 02-03 and 03-04 the CCTC would continue to serve eligible Pre-Interns hired prior to July 1, 2002 in Title I classrooms.
2. Between 02-03 and 05-06 CCTC would continue to serve eligible Pre-Interns placed in non-Title I schools regardless of their hiring date. This option would prepare additional teachers who could enter an Intern program upon completion of subject matter.
3. In January 2003 a request for proposals would be issued to provide grant funding to programs to develop preparation materials for the new CSET examinations (the subject matter tests will change in January and there are currently no preparation materials available.)
4. Beginning in the summer of 2003, a revised Pre-Intern Program would be available for implementation in districts. The new model would provide funds for districts to offer intensive test preparation to candidates who are not the teacher of record but who have met requirements determined by the Commission. This redesigned program would likely allow for several cycles of test preparation during the school year to meet the needs of vacancies occurring after school starts.

This four-step process allows the CCTC to transition the already successful Pre-Intern program over time to one that complies with NCLB requirements, preserving the teacher preparation pipeline at a time when we need it the most.

### **Recommendation**

Staff recommends that the Commission:

1. Make the Intern Certificate available to all candidates who meet the specified requirements regardless of the type of preparation program they are enrolled in;
2. Approve the Pre-intern proposals outlined in 1-4 above; and
3. Direct staff to begin implementation of these changes in order to address the requirements of NCLB.